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ABSTRACT

This paper reports a survey of children's interests at two ages. Data was obtained from a questionnaire administered to 200 grade 1 and 180 grade 7 boys and girls in ten different primary schools in the Perth, Australia area. Children were administered a 10-question questionnaire designed to measure leisure and academic interests. First grade children were administered the questionnaire individually; seventh grade children were tested in groups. Sex of pupils was not found to be an important determiner of interests, except for such culturally stereotyped activities as cooking, dancing and playing football. Seventh grade girls, however, indicated a greater interest in reading than boys at this level. There was a moderate degree of similarity in levels of interest in the various general areas nominated by grade 1 and grade 7 pupils, but the variable of age presented a much larger difference in specific interests. This was most noticeable in changes in academic interest preferences at school from reading and writing at grade 1 to craft and sport at grade 7. However, academic areas were not popular in leisure hours at either grade level. Possible explanations and implications of the findings are discussed. (Author/SB)

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A SURVEY OF CHILDREN'S INTERESTS IN GRADES 1 AND 7

Jim Peterson

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Churchlands College of Advanced Education

RESEARCH BULLETIN NUMBER 1

A SURVEY OF CHILDREN'S INTERESTS IN GRADES 1 AND 7

by

Jim Peterson

SERIES EDITOR: Milton L. Clark

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ABSTRACT

The potential relationship between children's interests and their learning is discussed. Data is reported from a questionnaire administered to 200 grade 1 and 180 grade 7 boys and girls in 10 different primary schools in the Perth area. Sex of pupils was not found to be an important determiner of interests, except for such culturally stereotyped activities as cooking, dancing and playing football. Seventh grade girls, however, indicated a greater interest in reading than boys at this level. There was a moderate degree of similarity in levels of interest in the various general areas nominated by grade 1 and grade 7 pupils, but the variable of age presented a much larger difference in specific interests. This was most noticable in changes in academic interest preferences when at school from reading and writing at grade 1 to craft and sport at grade 7. However academic areas were not popular in leisure hours at either grade level. Possible explanations and implications of the findings are discussed.

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1.0 THE PROBLEM

Current interest in "open education" and "child-centred education" has focussed on intrinsic motivation as one of the crucial variables in the educational process (Mathis et.al. 1970; Farnham-Diggory, 1972). It is assumed that if a child is genuinely interested in a topic or sees some relevance of it to his "needs or interests", then he is more likely to learn something about the topic. As a statement about how to teach, this assertion may be interpreted in one of two ways: either the child must somehow be convinced that what he has to learn is in fact, interesting; or the thing to be learned must somehow be connected with interests that the child already has. That is, it is said that children will learn more readily if taught through their interests.

This assertion is, of course, no longer uncritically accepted. In their review of relevant studies Mathis et.al. (1970) concluded that there is a relationship between amount learned and previous interest in a particular subject. However, Travers (1971) came to the opposite conclusion. His review of evidence suggested that there is no substantial relationship between learning and interest in a particular subject. Such apparent contradictions suggest that any relationship between learning and interest may be more complex than previously suspected.

A particular series of studies (Clifford, 1973; Clifford and others, 1972 a; 1972 b) has shown that a number of other variables can modify the effect of preference or liking (i.e. untutored interests) on learning. Clifford found that the variables of task commitment and what she calls "academic internality" significantly affected the interest-performance relationship. Task commitment refers to the extent to which a child seems involved in achieving success in a particular learning situation. The concept of academic internality refers to the degree to which the child believes that his own behaviour rather than outside forces determine what marks he received in school. Clifford found that for children who felt personally responsible for learning outcomes (high internals), interest had no effect on learning, regardless of whether they felt committed to the particular learning task or not. Such children seem to be motivated by the need to do well

in all learning tasks. However, for children who do not feel personally responsible for learning outcomes (low internals), Clifford found that there is a significant relationship between interest and learning, when the children express a commitment to the learning task. In other words, children who believe that their own behaviour has little effect on what marks they receive but who nevertheless express a desire to do well, will learn more when taught through topics which interest them, than through topics which do not interest them.

For this reason it becomes important for teachers to have a sound knowledge of children's interests. Many methods are available for surveying the interest of children, including questionnaires, behaviour observations, interviews and inventories. Two studies illustrate some of these procedures.

One study in America (Byers, 1964) made use of a behavioural measure. Tape-recordings were made of the sharing or "show and tell" periods of nearly two thousand first-graders throughout the United States. The ten most frequently mentioned topics in order were (1) science and nature, (2) possessions, (3) personal experiences, (4) family and home activities, (5) outdoor recreation activities, (6) books, (7) clothing, (8) events concerning friends and community, (9) movies and television, (10) music and recordings. Some specific differences in the responses of boys and girls were also reported but not in any systematic way. This study suggests that at least for American first-graders at this period in time, teaching through interests might have been successfully based on the topics of science and nature and the personal possessions of children.

A study conducted in Australia (Education Dept. Victoria, 1969; Garrett, 1968; 1970a; 1970b) used several different measures of interest. Two well-known interest questionnaires ("Interest Finder", Jersild and Tasch, 1949; "Interest Survey Questionnaire", Gardiner, 1966) as well as personal interviews and experience inventories, were used to survey the interests of nearly 1,000 children in grades 3 and 6 and Form III. Significant variations in range and intensity of interests as well as in qualitative nature of interests were noted in relation to sex, age and grade level of school. Some relationship between interests and degree of experience in specific interest areas was also noted.

A more detailed classificatory scheme, involving 174 specific interest areas (adaped from Jersild and Tasch, 1949), was used in the Victorian study than by Byers in 1964. Therefore, direct comparisons between the two studies are difficult. However, it is interesting to note that in Victoria the 10 most common interests of girls in grade 3 were (1) dolls and related, (2) games, play, (3) horses, (4) miscellaneous animals, (5) reading, (6) swimming, (7) drawing, (8) fantasy-fairy tale, (9) comics, cartoons, (10) dogs, puppies. The most common interests of boys in this study were (1) cars, (2) games, play, (3) swimming, (4) miscellaneous animals, (5) football, (6) reading, (7) role-playing - Superman, cowboy, (8) bicycles, scooters, (9) self-propelled water vehicles, (10) comics, cartoons. Thus, there are some similarities in the results of these two studies, notably in the emphasis on animals in the Australian study and on science and nature, which consisted largely of animals, in the American study. Also, sport or outdoor recreational activity play a large part and books or reading seem to occupy about the same position in all lists. In fact, the similarities between these lists which were obtained under such widely varying conditions, suggested that there may be a certain stability and consistency to children's interests despite the claims to the contrary by some reviewers (Travers, 1972).

There are also differences in the results of the two studies. These differences are most notable in areas relating to personal experiences, family and home activities, events relating to community and free-expressive activities. The source of these differences may lie in any of a number of variables including age or grade level (1st grade vs 3rd grade);culture (Australian vs American); time period sampled (1964 vs 1969), or the nature of the assessment method used (behavioural observation vs questionnaires/interviews).

2.0 AIM OF THIS STUDY

The purpose of the present study was to explore further some of the variables discussed above and to increase our knowledge of children's interests through testing at a different point in time (6 years after the most recent study noted) and in a different geographical area (Perth, Western Australia).

More specifically, the present study was designed to evaluate variations in interests relating to the following special areas: interests outside school (leisure time), school trips, clubs or special trips, clubs or special interest groups, learning interests in school, reading interests, free-expressive or craft interests, and media interests. Each of these special areas was examined across the variables of sex of student and grade level (1st grade vs 7th grade).

3.0 METHOD

3.1 Subjects

A total of 380 children, 100 girls and 100 boys from grade 1 and 90 girls and 90 boys from grade 7 were tested in 10 different schools in the Perth area.

3.2 Material

A questionnaire (see Appendix 1) was devised which incorporated elements of Byers' survey and the two interest questionnaires used in the Australian study. Question 1 was intended to reveal leisure time interests. Question 2 asked about show and tell interests and was intended to provide a comparison with Byers' (1964) study. Questions 3 and 8 were directed at free-expressive or craft activity interests. Questions 4 and 7 explored learning interests in school and allowed comparisons to be made between the lessons children enjoyed most in school and the sorts of things they wish they could be involved in learning. In other words, comparisons could be made between real and ideal academic interests. Question 5 was concerned with general media interest, while Question 6 and part of Question 5 focussed on reading interests. Questions 9 and 10 were directed more at the nature of children's social interests. Question 9 concentrated on school trips and the sorts of community interests children had, while Question 10 focussed on social interests in terms of the type of clubs or special interest groups in which they would like to be involved. The questions were designed to be meaningful at both the 1st and 7th grade levels. In general, there was little difficulty in this regard, however, a question occasionally had to be explained to a 1st grade child. The questions were intended to reveal interests

in each of the above special areas. However, it was also possible to assess more general interests by looking for consistencies of interest patterns between areas.

3.3 Procedure

The questionnaires were administered by a group of 20 third-year students in the Churchlands Teacher Education Programme; there were 15 female and 5 male students. To avoid the difficulty of establishing rapport with the children, these examiners tested children with whom they were familiar from teaching practice.

The first-grade children were each tested individually. The questions were read to each child one at a time and the examiner then recorded each response as it was given. Children in seventh grade were tested in class groups. The examiner read each question aloud to the group, while each child read the question silently. Children then recorded their own responses on individual questionnaires, before the examiner read the next question.

4.0 RESULTS

4.1 Comparison with Byers' (1964) Study

Responses to the second question were categorized as nearly as possible according to the system used by Byers (1964). This provided some opportunity for comparing the results of the present study with those of Byers, as summarized in Table 1. A more detailed presentation of the results of this question is provided in Appendix 2a.

Table 1: GENERAL INTERESTS

CHOICE	BYERS (1st Grade)	PERTH (1st Grade)	PERTH (7th Grade)
1st	Science/Nature	Possessions (56%)	Outdoor Recreation Activities (34%)
2nd	Possessions	Science/Nature (15%)	Science/Nature (26%)
3rd	Personal Experiences	Personal Experiences (7%)	Possessions (13%)
4th	Family and Home Activities	Family and Home Activities (6%)	Personal Experiences (11%)
5th	Outdoor Recreation	Outdoor Recreation (5%)	Miscellaneous (7%)

There was a remarkable similarity between the results of Byers study and those of the present study for Grade 1. The same five topics were found in nearly the same order of popularity. The only difference was that personal possessions were the most favoured items for the Perth sample and science, and nature topics were second most favoured for this group while the reverse was true in Byers' study. Since quantitative information was not provided in the report on Byers' study, we do not know whether he found much difference between the popularity of science and nature topics and personal possessions. But it is clear that in the present study personal possessions were nearly four times as popular as science and nature topics.

A comparison of the results for 1st grade with those for 7th grade suggested that there was a moderate degree of stability of these interests over age. Three of the five most popular topics in 1st grade remained among the five most popular topics in grade 7. The only notable change was the large increase in popularity of outdoor recreational activities in grade 7. This was primarily due to a tremendous increase in popularity of sports of all kinds among both boys and girls at this grade level.

Byers noted that within the category science and nature, living things, including domestic animals, birds, sea-life, plants, reptiles, wild animals, insects and amphibians, were most frequently reported and rocks were next most frequently reported. In the present study, it was noted that domestic animals were most often mentioned by girls, while the choices of boys tended to be evenly distributed throughout most of the categories listed above.

In the category of personal possessions, Byers noted that among boys, toys of various sorts, including vehicles, yo-yo's, balls and toy animals were most popular, whereas for the girls dolls, toy animals, yo-yo's and puppets topped the list. In the present study it was found that dolls and toy animals accounted for well over half the choices of girls in the personal possessions category, whereas for boys, real and toy vehicles and pictures, were most often mentioned. Byers also mentioned clothing and the family automobile, however, in the present study, these items almost never occurred.

4.2 Comparison of Grades 1 and 7 (Perth Study)

In the present study it was found that the popularity of dolls for girls but not of vehicles for boys seems to diminish with age. In the category of outdoor recreational activities, a fairly broad range of interests was found for both girls and boys, with notable difference only in preference for football among boys and for netball and horse riding among girls.

Table 2: RECREATIONAL INTERESTS (Percent Response)

	AFTER SCHOOL		ON WEEKENDS	
CHOICE	GRADE 1	GRADE 7	GRADE 1	GRADE 7
1st	Play (56%)	Spectating (29%)	Play (24%)	Organized Sport (26%) Recreational Activities (26%)
2nd	Home Activities (11%)	Organized Sport (18%)	Home Activities (23%)	Spectating (12%)
3rd	Craft/Hobbies (9%) Spectating (9%)	Play (15%)	Recreational Activities (22%)	Social Activities (10%) Home Activities (10%) Play (10%)
4th	Organized Sport (6%)	Recreational Activities (12%)	Social Activities (10%)	Craft/Hobbies (4%) Reading (4%)
5th	Recreational Activities (5%) Social Activities (5%)	Home Activities (11%)	Spectating (7%)	
6th	Music (1%)	Reading (8%)	Organized Sport (4%) Craft/Hobbies (4%)	
7th		Music (4%)	Music (1%) Reading (1%)	
8th		Craft/Hobbies (2%) Social Activities (2%)		

It appears from Table 2 that the most common interest of first-grade children both after school and on weekends was play. Most of the responses in this category actually included the word "play". Therefore, children were probably referring to specific activities, undoubtedly the relatively spontaneous, unstructured sorts of games and activities of children with which everyone is familiar. The most popular forms of activity within this category were playing with friends, playing with toys, and playing with animals. After school, boys were just as likely to play with toys as with friends, whereas girls were much more likely to play with friends than with toys. It is interesting to note that after school, first-grade children were 5 times as likely to be involved in play as in any other activity, while on weekends their activities became distributed evenly over 3 different categories.

The second most common interest of first-grade children both after school and on weekends was home activities. This category included activities like eating, sleeping or resting, cleaning, helping parents, gardening, cooking, homework and shopping. After school, spectating was actually more popular with first-grade boys and on weekends home activities topped the list for girls. The rest of the activities are distributed somewhat differently after school and on weekends, but none of them account for very many choices, except on weekends where recreational and social activities increase fairly largely in popularity.

The results for grade 7 children were somewhat different. Play lost much of its pre-eminence, as might be expected, both after school and on weekends. Surprisingly, however, it still accounted for a moderate degree of choice (15% after school and 10% on weekends). Spectating became the most frequent choice of grade 7 children after school. This category included activities like watching television (which, of course, accounts for the vast majority of choices in this category), listening to tapes and records, watching films and watching live sport. On weekends, choice of this category dropped by two-thirds to be replaced by organized sport and outdoor recreational activities. The latter category included activities like fishing, boating, walking, camping, riding and other individualized sports. After school

spectating was the most frequent choice of both boys and girls and organized sport the second most common choice, although organized sport was somewhat more popular with boys than with girls (22% versus 14%). On weekends, organized sport was most popular with boys and outdoor recreational activities were next most popular, while the reverse was true for girls. It is interesting to note that reading accounted for an extremely small proportion of choices of all children sampled, except among seventh-grade girls both after school (9%) and on weekends (8%).

4.3 Reading Interests

The topic of reading was covered in more detail by Question 6. For this question, children were asked what book they would choose to read (or have read to them), if they could choose any book they wanted. The results of this question are presented in Table 3.

Table 3: READING INTERESTS (Percent response)

CHOICE	GRADE ONE	GRADE SEVEN
1st	Fantasy (41%)	Mystery (35%)
2nd	Animal (26)	Adventure (18)
3rd	Factual (11)	Fantasy (17)
4th	Humour (10)	Factual (10)
5th	Adventure (6)	Animal (7)
6th	Mystery Religion Sport Drama (1-3)	Sport Science Violence Biography Poetry
7th	Biography Poetry Science Love/Romance History Violence (0)	Humour History Love (1-4) Religion and Drama (0)

The table shows the frequency of choice of all types of reading material mentioned at least once in either grade. There were virtually no differences in the patterns of choice between males and females at either grade level. In fact the only significant sex difference related to reading that was noted in this study, was that 7th grade females tended to indicate a greater interest in reading as an activity than 7th grade males. Table 3 indicates that the most popular type of reading material in 1st grade was fantasy which included at this level, fairy tales, folk tales and legends, and a rather small interest in science fiction. The next most popular selection among 1st graders was animal books, including both factual and fictional books. Then came factual books, including books about vehicles, firemen and the sea for boys, and books about magic craft, dolls and mirrors for girls. Books of mystery, religion, sport, plays, biography, history, poetry and romance were almost never mentioned by 1st grade children. Details of reading interests are shown in Appendix 2c.

Reading interests were somewhat different among 7th grade children. Mystery stories were the most popular kind of reading material, especially among girls (40% of choices). Next most popular were adventure stories, then fantasy which at this level included science fiction, horror stories, ghost stories, and still a moderate interest in fairy tales and legends. Next in popularity were factual books, which for boys consisted primarily of an interest in space travel and for girls in what they called true stories and house books. Next came animal stories, mostly chosen by boys, and books about sport. There was almost no choice of books of biography, poetry, humour, history, romance, religion and plays among 7th grade children.

4.4 Academic Interests

Relative interest in school subects was indicated by responses to Questions 4 and 7. Responses to Question 4 showed what children thought they would like to learn. Responses to Question 7 showed what their preferences were among subjects which were actually available to them. Presumably then Question 4 revealed their desires and Question 7 their actual experience. Responses to Question 4 and to Question 7 are presented in Table 4. More detailed information regarding choices is presented in Appendix 2d for these two questions. The data represents the average percentage of choice of each academic subject for Grade 1 and Grade 7.

Table 4: ACADEMIC INTERESTS (Percent response)

	WOULD LIKE TO LEARN		LESSONS LIKED MOST	
ACTIVITIES	GRADE 1	GRADE 7	GRADE 1	GRADE 7
Maths	14%	10%	22%	16%
English	33	5	36	21
Science	7	11	4	10
Social Studies	-	6	4	22
Art	10	3	14	9
Craft	12	23	5	5
Business	-	1	-	-
Home Economics	-	6	-	-
Singing	5	1	6	2
Dancing	2	5	-	.5
Drama	2	2	2	2
Music	2	4	.5	3
Life Problems	4	5	-	-
Sport	7	16	8	9

It appears that what first grade children wanted to learn and what they liked best in school were much the same thing. English (i.e. reading, writing and printing, etc. as nominated by the children) was the overwhelming preference in both cases. Maths (sums, counting, etc.) was the next most popular choice, followed by art and sport. First graders expressed almost no interest in the remaining academic subjects. English and art were more popular with girls at this level, while maths, science and craft were more popular with boys. Sport was equally popular with both sexes.

A somewhat different picture was found among 7th graders. Not only was there a difference in preference of subjects from that expressed by 1st graders but there was a clear difference between their desires and their experience. What children in 7th grade wanted to learn most was craft, followed by sport, Science and maths shared third place in preferences among 7th grade children. The remaining academic subjects, including English, shared a relatively low degree of preference. Maths, science and craft were somewhat more popular with

boys than with girls, while sport was slightly more popular with girls. When asked which of the available subjects they preferred these children give a different response. Social studies and English were most frequently named, followed by maths. Science, art and craft, and sport occupied third position. The remaining subjects were named very infrequently. There were not many differences between responses of boys and girls except in maths and craft which were more popular with boys than with girls, and English which was slightly more popular with girls. Social studies was equally popular with both sexes. These interests are shown in more detail in Appendix 2d.

4.5 Expressive and Constructive Activities Interests

A consideration of academic interests should not neglect a detailed examination of the more specific but potentially important area of expressive activities. Expressive activities include most of those subjects which generally incorporate creativity and self-expression. These interests were examined in some detail in Questions 3 and 8. The specific activities examined and the proportion of choice of each activity are shown in Table 5. It was interesting to note that choice of activities was much more uniform in 1st grade than in 7th grade.

Table 5: EXPRESSIVE ACTIVITIES INTERESTS (Percent response)

ACTIVITIES	1st Grade TOTAL	7th Grade TOTAL	Male TOTAL	Female TOTAL
Painting	12%	12%	12%	12%
Creative Writing	11	9	8	7
Singing	9	6	10	7
Drama	9	10	9	10
Dancing	7	5	10	9
Science Projects	9	12	9	11
Pottery	9	12	10	14
Discovery Maths	10	8	6	5
Music	10	9	11	10
Craft	11	14	12	15

Children in 1st grade preferred all the activities equally, except for dancing which was definitely less preferred by 1st grade boys. In 7th grade there was more variety in choice of activities. The most popular activities were pottery and craft. This confirmed what was found in the more general examination of academic interests. There was also a clear non-preference for discovery maths at this level and a relatively low choice of singing and creative writing. The differences in choices of activities between the sexes were minimal, except that boys showed a clear non-preference for singing and dancing.

The area of constructive activities or what children wanted to make was examined in Question 8.

Table 6: CONSTRUCTIVE ACTIVITIES INTERESTS (Percent response)

ACTIVITIES	1st Grade		7th Grade	
	Male	Female	Male	Female
Vehicles: Real	2%	0%	6%	1%
Model	28	1	33	10
Sports Equipment	0	0	8	0
Craft: Leather	0	0	1	2
Weaving/Fibre	0	1	2	2
Pottery	20	17	6	15
Metalwork/Jewellery	1	4	1	3
Woodwork	0	1	6	14
Batik	0	0	0	2
Human/Animal Models	11	27	8	4
Model Buildings	12	16	6	0
Paper	8	12	0	3
Art: Sculpture	0	0	1	1
Painting/Drawing	6	10	1	5
Furniture	4	0	6	1
Clothing-Sewing	0	6	1	15
Cooking	1	1	0	7
Household Items	5	4	1	0
Musical Instruments	0	0	1	1
Media Film	1	0	3	9
Electronic/Mechanical	0	0	4	2

Responses to this question are indicated in Table 6. Among first grade girls the most popular activity in this category was making models of humans or animals, like dolls, puppets, kangaroos and snakes. The next most popular activity was working with clay and plasticene. This was followed by making models of buildings, like doll houses, by painting pictures and by sewing or making clothing. All other activities were rarely named.

Among first grade boys the most popular constructive activity was making models of vehicles of various kinds, such as cars, aeroplanes and boats. As with girls, the next most popular activity was working with clay and plasticene. This was followed by an interest in making models of animals and humans and making constructions of paper. All other activities were nominated very seldom.

The picture changed among seventh grade children. Most notable was a broadening of the range of interests in this area among girls and a narrowing of the range of interests among boys. Among first graders the most popular activities accounted for about 20-28% of the choices, and the next most popular activities accounted for about 12-15% of choices. However, among 7th grade girls no activity accounted for more than 15% of the choices. Among 7th grade boys, on the other hand, a particular activity, namely the construction of model vehicles, accounted for 33% of the choices. All other activities were infrequently chosen.

Among seventh grade girls, pottery, woodwork, and sewing were most popular. The next most popular activities were the construction of models of vehicles and film-making. This was followed by cooking and making animal or human models. All other activities accounted for less than 3% of choices.

4.6 Media Interest

The last of the specifically school related interests are media interests which were explored in Question 5. The data are presented in Table 7.

Table 7: MEDIA INTERESTS (Percent response)

MEDIA TYPE	1st Grade FEMALE	MALE	TOTAL	7th Grade FEMALE	MALE	TOTAL
Watching a Film	21%	20%	41%	22%	27%	49%
Watching Television	19	26	45	29	23	52
Reading a Book	12	13	25	27	21	48
Listening to Radio	7	9	16	15	6	21
Watching Filmstrips	7	7	14	-	4	4
Listening to Recordings	35	22	57	4	10	14

It appeared that among first-grade children listening to recordings was the most popular activity of this sort. Recordings, in this case included such things as fairy tales, recorded stories (Winnie the Pooh, Walt Disney), and music and sing-a-long.

Nearly as popular as listening to recordings among children at this age was watching films and watching television. All the other activities commanded a moderate degree (8-12%) of interest among children at this age. There was no notable difference of preference between boys and girls, except that girls seemed to prefer the recordings even more than boys (35% compared to 22%).

The interest in recordings drops dramatically by 7th grade (from 29% to 8%). The most popular activities appeared to be watching films, television and reading a book. Listening to the radio was considerably less popular, just as it was among 1st grade children, but watching filmstrips dropped to almost zero among 7th graders. Again interests of 7th grade boys and 7th grade girls were very similar in this area, except that reading was more popular with girls than with boys.

4.7 Social and Public Interests

The organized social interests of children were examined in Question 10. The results of this question are shown in Table 8. Children were asked what clubs they wanted to form in school and outside school.

Table 8: CLUBS (Percent response)

INTERESTS	1st Grade In and Out of School	7th Grade In School	7th Grade Out of School
Hobbies & Games	38%	31%	7%
Media	2	3	4
Social Activities	7	5	13
Organized Sports	9	20	27
Individual Sport	16	14	31
Personal Development (Arts)	12	10	5
Civic Interests	2	4	3
Science and Nature	10	12	8
Travel	-	-	-

It was expected that there would be some discrepancies between these two areas, however, for first-grade children, they were virtually identical. Therefore, the percentages of interest in clubs inside and outside school have been combined in presenting the results for first grade children.

Clubs relating to hobbies and games were the most popular among first grade boys and girls. Such clubs involved play activities, like cooking, craft, clay-modelling, doll and toy play, hide-and-seek, cowboy, and so forth. The next most popular form of club with girls related to personal development, including activities such as dancing, singing and ballet. This was followed by individual sports clubs, social activities clubs, and science and nature clubs for girls. For boys, the second most popular type of social club related to organized and individual sports. This was followed by clubs relating to personal development, including activities such as boy scouts, drama and art and music, and science and nature clubs.

Club interests in school in 7th grade were quite similar to those found in 1st grade. Clubs relating to hobbies and games were still the most popular among boys and girls. For boys, the next most popular in school clubs related to organized and individual sport and science and nature. For girls, the next most popular in school clubs involved organized sport and personal development. The pattern of interest

in clubs outside school changed from that observed in school. Most importantly, the popularity of clubs relating to hobbies and games decreased considerably with boys and girls, as did the boys interest in science and nature clubs. There was, however, increased interest in clubs relating to individual sport and social activities.

Related to the specific social interests examined above are interests in the institutions of society in general. These interests are reflected in responses to Question 9 which explored the sorts of school trips children would like to make. The results of this question are presented in Table 9.

Table 9: SCHOOL EXCURSIONS (Percent response)

LOCALE	GRADE 1	GRADE 7
CITY	(78%)	(70%)
School, T.V. room	3	1
Parks, lakes, beach	23	13
Zoos, Animals, Nursery	16	3
Public Institutions, Museums	7	22
Shops, Businesses	7	2
Factories	1	6
Places of Entertainment/Sport	11	21
Home	4	0
Nature Walk, Swamp	3	2
COUNTRY	(17)	(25)
Bush, Walks, Camping	4	12
Towns	2	8
Farming	5	1
Scenic Spots - Rottnest	5	4
NATIONAL	(2)	(1)
Cities - Special Places	2	1
INTERNATIONAL	4	4

Responses of boys and girls have been combined because there was virtually no difference in either grade except that first-grade boys showed a greater interest in visits to the country, including country towns, farms and the bush than did girls. The most popular place to visit among first graders was clearly parks, lakes and the beach. The next most popular spots were zoos, and other places having animals, and places of entertainment, including the pictures, the circus, and the ballet.

Among seventh grade children the most popular sort of visit was to public institutions, including museums, libraries, the mine and airports and to sporting events. The next most popular spots of interest were parks, lakes and the beach, and the bush, walks or camping. Unlike the first grade, this latter area of interest was just as popular with girls as with boys in 7th grade. It appeared that the city, shops and businesses, other parts of the school and farms held virtually no interest at all for seventh graders. The only spot which seemed to hold no interest for first grade children was factories.

4.8 Summary

What can we say about children's interests in general? Is there any consistency among interests in the different special areas surveyed? A look at Tables 10 and 11 suggests that there are some general statements which can be made. These tables present the first five choices or most frequently mentioned categories of responses to each of the 10 questions by first graders and seventh graders. It should be noted that many choices differ only in 1 or 2 percentage points and therefore are likely to represent more or less equivalent interests for children. It is suggested that anything above 15% is likely to represent an interest worth considering among children.

Table 10. SUMMARY OF FIRST GRADE INTERESTS (Percent response)

	1st Choice	2nd Choice	3rd Choice	4th Choice	5th Choice
General Interests	Possessions (56%)	Science & Nature (15%)	Personal Experiences (7%)	Family & Home (6%)	Outdoor Recreation (5%)
After School	Play (56)	Home Activities (11)	Craft/ Hobbies (9) Spectating (9)	Organized Sport (6)	Recreation (5) Social Activities (5)
On Weekends	Play (24)	Home Activties (23)	Recreation (22)	Social Activities (10)	Spectating (7)
Reading Interests	Fantasy (41)	Animal (26)	Factual (11)	Humour (10)	Adventure (6)
Like to Learn	English (33)	Maths (14)	Craft (12)	Art (10)	Science (7) Sport (7)
Like Most	English (36)	Maths (22)	Art (14)	Sport (8)	Singing (6)
Expressive Arts	Painting (12)	Craft (11) Creative Writing (11)	Music (10) Discovery Maths (10)	Singing (9) Pottery (9) Drama (0) Science Projects (9)	Dancing (7)
Constructive Activities	Human & Animal Models (19)	Clay/ Pottery (18)	Vehicle Models (14) Model Buildings (14)	Paper Constructions (8)	Painting (7)
Media Interests	Recordings (29)	Television (22)	Films (20)	Reading Books (12)	Radio (8) Filmstrips (9)
Trips	Parks, Lakes, Beach (24)	Zoos, Animals Nursery (16)	Public Institutions (7) Shops, Businesses (7)	Farming areas (5) Science, Sports (5)	Bush (4)
Clubs	Hobbies & Games (31)	Individual Sport (16)	Personal Development (12)	Science & Nature (10)	Organized Sport (9)

Table II: SUMMARY OF SEVENTH GRADE INTERESTS (Percent response)

	1st Choice	2nd Choice	3rd Choice	4th Choice	5th Choice
GENERAL INTEREST	Outdoor Recreation (34%)	Science & Nature (26%)	Possessions (13%)	Personal Experiences (11%)	Miscellaneous (7%)
AFTER SCHOOL	Spectating (29)	Organized Sport (18)	Play (15)	Recreation (12)	Home Activities (11)
ON WEEKENDS	Organized Sport (26) Recreational Act. (26)	Spectating (12)	Social Act. (10) Home Act. (10) Play (10)	Craft/ Hobbies (4) Reading (4)	
READING INTEREST	Mystery (35)	Adventure (18)	Fantasy (17)	Factual (10)	Animal (7)
LIKE TO LEARN	Craft (23)	Sport (16)	Science (11)	Maths (10)	Social Studies (6) Home Economics (6)
LIKE MOST	Social Studies (22)	English (21)	Maths (16)	Science (10)	Art (9) Craft (9) Sport (9)
EXPRESSIVE INTEREST	Craft (15)	Pottery (14)	Painting (12)	Science Projects (11)	Music (10) Drama (10)
CONSTRUCT-IONS	Vehicle Models (21)	Clay/ Pottery (12)	Woodwork (11)	Sewing (8)	Human and Animal Models (6)
MEDIA INTERESTS	Television (28)	Films (26)	Reading Books (25)	Radio (11)	Recordings (8)
TRIPS	Public Institut-ions (22)	Places of Entertain-and Sport (21)	Parks, Lakes Beach. (13)	,Bush (12)	Country Towns (8)
CLUBS AT SCHOOL	Hobbies & Games (31)	Organized Sport (20)	Individual Sport (14)	Science & Nature (12)	Personal Development (10)
CLUBS OUTSIDE SCHOOL	Individual Sport (31)	Organized Sport (27)	Social Activities (13)	Science & Nature (8)	Hobbies & Games (7)

Among first-grade children it appeared that there was a very high degree of interest in toys and informal games or play. This was clearly indicated in the first choice of children in Questions 1a and 1b, 2, 8, and 10. There was also a definite interest in animals and in fairy tales or stories, both written and recorded. Learning to read and write and to do sums seemed to be of great concern to them. This was not withstanding the fact that in comparison to recordings, television, and films, reading per se seemed to come out a rather poor fourth choice. They were also fond of craft, pottery, and art to a lesser extent. They were interested in activities about the home but also fairly strongly in outdoor recreational activities and the places wherein these can be engaged. There was not a very great interest in organized sport.

Among seventh-grade children a very different picture emerges. The greatest interest appeared to be organized and individual sport and outdoor recreational activities. Toys were no longer of any interest, but a very clear interest in vehicles of all kinds was seen. Spectating, including watching television and films, remained very popular, although reading was clearly popular among girls. It is worth noting that mystery, adventure and fantasy accounted for 70% of these children's reading interests. There was also a very strong interest in craft activities, again with an emphasis on pottery. Social studies and English were most preferred among school subjects currently available to these children. But this latter interest was primarily due to an unaccountably high interest among seventh grade girls in spelling and writing. There was a lower but quite consistent interest in science, running through many of the special areas investigated.

5.0 DISCUSSION

In the present study, we have attempted to provide a descriptive account of the interests of primary school children. We have examined what we hoped would be the most useful categories of children's interests to teachers in reference to the variables of sex and age. As in other studies (Garrett 1970a; 1970b) it appeared that the variable of sex as a determiner of interests was far less important than might have been supposed. Except for certain clearly culturally stereotyped activities, such as cooking, dancing and playing football, there appeared to be very little difference between the specific interests of boys and girls in a variety

of areas. Both liked the same sorts of reading material. They had similar leisure and academic interests. They enjoyed similar expressive activities, wanted the same kinds of class trips and the same types of clubs. With the exception of an interest in dolls by first grade girls, the "show and tell" interests were very similar for boys and girls at this level.

The variable of age was found to make a much larger difference in specific interests. There was a considerable change in academic interests between the grades. It appears that children start school wanting to learn those things which it is generally expected the school will teach, namely maths, reading and writing. By seventh grade, however, children no longer want to learn those subjects, but would rather learn about craft and sport. On the basis of the present study we can not explain why this change occurs, but it is interesting to speculate. For example, it has been suggested, that a large component of interest is novelty (Berlyn, 1960). Up to a point, the more novel, or unusual, or out-of-the-ordinary something is, the more interest it is likely to arouse. For first-grade children, maths, reading and writing are fairly novel subjects. By seventh grade, however, these subjects have occupied a very large proportion of the child's experience in school and have become considerably less novel or unusual. Interest in these subjects is likely to suffer accordingly. Craft and organized sport, on the other hand, are likely to occupy a much smaller proportion of the child's experience in school. Relative to the traditional academic subjects, craft and sport are considerably more novel or unusual. It is not surprising then that a much greater interest would be found in these subjects among seventh-grade children.

However, this cannot be the total picture. Why should first-grade children prefer to learn maths, reading and writing rather than more about animals or play? There may be many reasons. Certainly, the traditional academic subjects are what they expect to learn at school, and they have been told that these are important things to learn. There may also be an element of modelling or imitating. One important feature that distinguishes older people from younger ones is their ability to read and write and do sums. Therefore, if children want to be like older people, they will develop a desire to do these things. Finally, some children may have an intrinsic interest in these subjects.

It is nearly impossible to prevent normal children from learning to talk. Just so, it appears to be nearly impossible to prevent some children from learning to read. They don't have to be encouraged, they seem almost "driven" to learn.

Why should seventh-grade children show such a strong preference for craft and organized sport? Although these activities are relatively novel to children, they are by no means unknown to them. Sport, in particular, must be an activity which is engaged in, outside of school at least, from an early age. Many schools provide at least one craft period per week, starting fourth or fifth grade. There may be many reasons for the popularity of these particular activities. Parental and peer interest, and expectation are two likely possibilities. If everyone else is interested in sport, it would be a rare child who, at least superficially, would not also express an interest in sport. In addition, there is considerable parental and social expectation that sport is both a desirable and necessary interest of children at this age. Many motivational and reward systems are set up to promote interest in sport, such as, leagues, clubs, local and regional competitions, prizes, uniforms and so forth.

Why is there such an interest in craft? Novelty is likely to be a more serious component in this case. However, other factors may also be suggested. Psychologists (Murray, 1938) have theorized that man has a basic need to make or construct things. If this is true, can we also assume that children get very little opportunity to satisy such a need under the traditional curriculum and therefore may build up considerable motivation to do so. Another intriguing possibility is that interest in craft is just one manifestation of a more general interest in non-verbal activities as such. The school curriculum consists primarily of verbal activities. Craft and sport are both largely non-verbal activities. Perhaps interest in these activities reflects a growing dissatisfaction with a school day made up largely of verbal activities. Finally it is frequently thought that man has a basic need for physical activity. In school, children usually have only one or two short recess periods and one lunch period. Perhaps this is not enough. Interest in both sport and craft may be an expression of a need for more physical activity.

It is interesting to note that school subjects are not popular leisure time activities at either grade level. Reading, the only vaguely academic activity engaged in outside school, is very unpopular, except among seventh grade girls. It is suggested that there is a similarity between schooling and working in that both are activities which are engaged in during special hours of the day, at special places and for special purposes. And more significantly, they both appear to be activities from which most people seek to escape during a major part of their leisure time. If this seems like a rather idle comparison, consider merely the attitude which many people develop towards work, and then speculate on the attitude which children may develop towards school. And if this thought is not disturbing enough, consider that the main activity of school is supposed to be to facilitate learning and, we would hope, to develop a positive attitude towards learning. If what we have suggested is true, then what attitude are children really developing toward learning, especially toward learning of the "intellectual curiosity" sort. We cannot, of course, prove that negative attitudes are developed, but the indications of the present study lead us to this distressing speculation.

Changes in interest patterns related to age were not as striking in most other areas surveyed. In the area of reading interests, it appears that mystery and adventure supersede fantasy and animal stories as the most popular forms of reading material from grades 1 to 7. These forms of literature are fairly similar, however, in that they involve large amounts of action, suspense, and excitement. There are many obvious reasons why such literary forms are so popular with children. However, it is interesting to note how unpopular many of the better literary forms are with children in both grades. Apparently, school has no impact on children's interest in poetry, drama, history, biography. This is a perennial problem faced by reading specialists and teachers, how to develop children's interests in good literature? Few satisfactory solutions have been found, but some studies (Craig and Holsbach, 1964) have shown that children left to explore their own reading interests "initially" are much more likely to venture into areas in which they were not previously interested, than children who are forced to read what they do not like. It has also been reported (D'Arcy, 1973)

that including comics and paperback books in school libraries increased the usage of all types of previously unused reading material. Perhaps, if children learn to value and enjoy reading as a general activity, they naturally develop an interest in good literature.

Another area of particular interest in this survey was children's interests in constructing or making things. The most striking feature of this area of interest was the tremendous popularity of models of all sorts. A model provides perhaps the most minimal form of creative activity. It is essentially predigested, preplanned, and to a large extent preconstructed. The child's contribution to such activity consists largely of following directions. We cannot explain why this form of activity is so popular with children. Perhaps models are easier to construct or in some sense they "look nicer" when completed. Since the child's personal, unique contribution to the activity is minimal, however, its popularity ought to be of some concern to teachers and others. One other finding of special note, was the great popularity of models of vehicles, especially among boys in both grades. This included private transportation vehicles, like automobiles and motorcycles, and recreational vehicles, like power boats, trail bikes, and dune buggies. Considering the numerous environmental and traffic hazards associated with vehicles of all sorts, it is of considerable concern that they should become objects of such clear interest and value so early in children's lives.

How do we account for variations in interest patterns between different age groups? There are probably many factors involved, including changes in cognitive abilities, changes in physical abilities, variations in personal experience, differing socialization patterns, changing trends or fads, and conscious manipulation of interests by advertising and marketing concerns. We can examine the contribution of the first two factors more closely by considering the children's responses to the question about "show and tell", (see Table 1). As we have noted, 1st grade children were most interested in their own possessions, whereas 7th grade children preferred to talk about sport and recreational activities.

Obviously, 7th grade children have a greater intrinsic interest in sport activities because their increased physical abilities permit a much broader range and greater intensity of participation in these activities.

But it is also possible that their desire to tell others about sports may reflect some aspect of cognitive maturity as well. Piaget (1969) has shown that young children tend to be ego-centric or self-centred in their thinking. Thus, they are likely to consider that anything they were interested in would naturally be of great interest to everyone else. This may be one reason why the 1st grade children in the present study wanted to talk about their own possessions so much. Since 7th graders are more likely to understand that other people's interests are not necessarily the same as their own, they are also more likely to pick a topic of general interest, like sport.

Besides the major variations in interests related to age and other variables mentioned above, everyone is familiar with the apparently unpredictable changes in children's interests which can occur week-by week, day-by-day, and often hourly. This apparent instability has led some writers (Travers, 1972) to suggest that it would be impossible to use them as a basis for instruction. Appendices 2a-d show that a considerable degree of individual variation can be found in children's interests. However, it should be noted that in nearly all the areas examined, certain interests were mentioned again and again. That is, there does seem to be some consistency of interests, at least across groups of children. In addition, there is a remarkable similarity between the results shown in Table 1 and those obtained by Byers (1964) twelve years ago in a different culture, using a different method. This suggests that in some areas, there may be quite stable patterns in children's interests.

The results of the present study should not be generalized to individual children. Thus, although the majority of first grade children are most interested in their personal possessions, any particular child may not be so inclined. There are a variety of methods useful for determining the interest of the individual child. A useful one is the questionnaire used in the present study.

The usefulness of a knowledge of children's interest in planning instruction has already been mentioned in the introduction to this paper and to our knowledge it has not been shown that a teacher who knows these interests is a better teacher than one who does not. We assume this would be so, but we suggest that this may be a fruitful area of investigation for the future.

6.0 REFERENCES

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APPENDIX 1

CHURCHLANDS TEACHERS COLLEGE

1. What do you like doing after school? _____
   and on weekends? _____
2. If you could show or tell the class about anything you liked, what would it be? _____
   _____
3.a. Which of these things do you like doing? (tick)

___ Painting	___ Craft
___ singing	___ discovery maths
___ dancing	___ drama
___ pottery	___ creative writing
___ music	___ science projects

   b. Of the ones you picked which are your favourite? (Number 1 to 3)
4. What would you like to learn at school?
   _____
5.a. If you had the choice to do any of the following things, which would you like to do most?
   ___ watching a film
   ___ watching television
   ___ reading a book
   ___ listening to the radio
   ___ watching filmstrips
   ___ listening to recordings
   b. What programme or book would it be?
   _____
6. If you could choose any book to read, what kind would it be?
   _____
7. Which lesson do you like most?
   _____
8. What would you like to make, that you have not made before?
   _____
9. If you went outside the school as a class group, where would you like to go?
   _____
10. If you could make your own club, what would it be?

    at school _____
    outside school _____

APPENDIX 2a

GENERAL INTERESTS

	GRADE ONE FEMALE		GRADE ONE MALE		GRADE SEVEN FEMALE		GRADE SEVEN MALE	
Science & Nature	Cat Horse Frog	Rocks & shells Rabbit	Puddle Lizard Rabbit Dog Crab	Tadpoles Koala Canary Sums Caterpillar	Dogs Animals Horse Cat Birds Space-travel	Budgie Spider Science Biological Science	Gems Rocks Bombs Animals Science Budgie Dog Space Parrots	Horses Electrics Photography Spiders Fish Experiments Sea Exploration Ducks Primitive Man
Possessions	Dolls Jewellery Toys Presents Blocks Checkers Trampoline Toy Animals	Money Paint Set Pictures Bike Guitar Pin-ups	Picture Army Gear Parachute Car Motor Bike Toy Soccer Ball Toy Animal Flags Record-Player Machine Gun Penny Collection Racing Car Set Birthday Cards	Bicycle Battleship Sunglasses Game Crane Boat Aeroplane Torch Cricket Bat Tractor Forts	Picture Didgereedoo Boats Piano Cockey Bike		Chainsaw Bikes Stamps Planes Coins Racing Car Set Motor Bikes Plastic Models Drawings Trainset	

continued

APPENDIX 2a

GENERAL INTERESTS (Contd.)

	GRADE ONE FEMALE	GRADE ONE MALE	GRADE SEVEN FEMALE	GRADE SEVEN MALE
Personal Experiences	Going to Ballet Parties	Spilt Bucket of Milk My birthday Falling off bike Things I do My Holiday Making Puppets Starch Work	Holidays Projects Phone calls Cooking Crocheting Art & Craft Making something Weekend	Weekend Craft Puppets Cooking Drama Girls
Family & Home Activities	Grandma U.K. Visit to Aunties. Daddy catching fish. Daddy playing footy. Family Home Activities.	Dad pouring cement Home activities New Babysitter	-	-
Outdoor Recreation Activities	Beach Picnic	Soccer Picnic Swimming. Playing in Cubby. Riding Playing on Bike	Sport, Swimming Sailing, Football Softball, Camping, Bike riding, Netball, Waterskiing, Gymnastics, Dancing Lessons	Football, Male Sports, Surfing, Basketball, Swimming, Camping, Soccer, Skating, Sports Fishing, Skindiving, Squash, Roller-skating, Sailing, Bike-riding
Books	Self Made Books. Books	Books	Murder/Horror Stories Poems. Stories.	

continued

APPENDIX 2a

GENERAL INTERESTS (Contd.)

	GRADE ONE FEMALE	GRADE ONE MALE	GRADE SEVEN FEMALE	GRADE SEVEN MALE
Clothing	-	-	-	-
Events Concerning Friends and Community	Visiting friends Playing with friends News	News	Interesting Events News	News
Moving Pictures and Television	Sesame Street	Planet of the Apes Drive-in T.V.	Films Colour T.V.	Racing Films Films
Music & Recordings	Music		Music	
Miscellaneous	Clown		Country (Geog.) Schoolwork French language Kalgoorlie Hong Kong Nothing Guide	Social Studies Show Tangrams Air Force W.W.II

APPENDIX 2b

RECREATIONAL INTERESTS

INTEREST	Grade 1 Male	Grade 1 Female	Grade 7 Male	Grade 7 Female
SPORT (organized)				
Football	*		*	
Cricket	*		*	
Basketball			*	*
Baseball				
Swimming	*		*	*
Softball				*
Gymnastics				
Tennis			*	
Water Sports				*
Netball				
Table Tennis			*	
Board Games	*			
Soccer	*		*	*
SPORT (unspecified)			*	*
Recreational Activity				
Walking		*		*
Go-Cart			*	
Bike			*	
Bike Riding	*	*	*	*
Horse Riding				*
Beach			*	
Skating			*	
Hill Trolley			*	
Skate Board			*	*
PLAY (unspecified)	*	*	*	*
Toys	*	*	*	
Animals		*		
Friends	*	*	*	*
Special Places	*	*		
Games	*	*	*	*
Playground	*	*		
Role-Playing	*	*		
Dress Ups	*	*		
SPECTATING				
Watch T.V.	*	*	*	*
Listen Tapes/Record	*		*	*
Live Sport	*		*	
SOCIAL ACTIVITIES	*	*	*	*
Visiting				*
Talking				*
Phoning				

continued

APPENDIX 2b

RECREATIONAL INTERESTS (Contd.)

INTEREST	1 Male	1 Female	7 Male	7 Female
MUSIC				
Play Instruments		★	★	★
Dancing		★		★
Singing				
READING		★	★	★
HOME ACTIVITIES				
Eating	★	★	★	★
Cleaning				
Resting/Sleeping	★			★
Bathing	★	★		
Care of Pets			★	★
Help parents				★
Cooking				
Gardening		★	★	
Homework	★	★	★	★
Shopping	★	★		★
CRAFT/HOBBIES				
Drawing	★	★		
Painting-Colouring	★	★		
Modelling				
Models	★		★	★
Building	★	★		
Crocheting				★

APPENDIX 2c

READING INTERESTS

	GRADE ONE MALE	GRADE ONE FEMALE	GRADE SEVEN MALE	GRADE SEVEN FEMALE
1st	Fantasy (34½)	Fantasy (47)	Mystery (27)	Mystery (40)
2nd	Animal (25)	Animal (27)	Adventure (15)	Fantasy (21)
3rd	Factual (14)	Factual (8)	Animal (13)	Adventure (20)
4th	Humour (13)	Humour (7)	Factual (12)	Factual (10)
5th	Adventure (8)	Adventure (4)	Fantasy (12)	Animal (3)
	Religion (3)	Mystery (3)	Sport (9)	Biography (1)
	Mystery (1)	Sport (1)	Violence (6)	Science (1)
	Sport (1)	Religion (1)	Science (3)	Sport (1)
	Biography (0)	Drama (1)	Poetry (1)	Humour (1)
	Poetry (0)	Biography (0)	Humour (1)	Love (1)
	Science (0)	Poetry (0)	History (1)	History (1)
	Love (0)	Science (0)	Biography (0)	Poetry (0)
	History (0)	Love (0)	Love (0)	Religion (0)
	Drama (0)	History (0)	Religion (0)	Drama (0)
	Violence (0)	Violence (0)	Drama (0)	Violence (0)

APPENDIX 2d

ACADEMIC INTERESTS

INTEREST	GRADE 1 MALE	GRADE 1 FEMALE	GRADE 7 MALE	GRADE 7 FEMALE
MATHS Unspecified		*	*	*
Counting	*	*		
Sums	*	*		
Higher Maths			*	
ENGLISH Unspecified			*	
Writing	*	*		*
Grammar, Vocabulary	*	*	*	
Spelling				
Reading	*	*		
Books, Stories	*	*		
Foreign Language			*	*
SCIENCE Unspecified	*		*	*
Nature Study	*			
Zoology/Animals	*	*	*	*
Botany/Gardening	*	*	*	
Geology			*	
Physiology				*
Chemistry			*	
Health-First Aid				
Foods-Nutrition				
Physics-Elect.	*		*	
Climate				
Astronomy/Space			*	*
Nuclear Science			*	
Technology	*	*	*	
SOCIAL STUDIES Unspecified			*	*
History			*	*
Geography				*
Politics				
Current Events				
Anthropology			*	
Industry				
Psychology				
Economics				
ART Unspecified		*	*	*
Cutting & Pasting				
Drawing & Painting	*	*	*	
Sculpture-Modelling		*		*
CRAFT Unspecified		*	*	*
Making things	*	*	*	*
Woodwork			*	
Metalwork			*	
Weaving			*	
Photography				
Sewing, Knitting, Crochet		*		
Model Construction	*			*
Film-making	*		*	*
Printing			*	
Ceramics	*		*	*

continued

ACADEMIC INTERESTS (Contd.)

INTEREST	GRADE 1 MALE	GRADE 1 FEMALE	GRADE 7 MALE	GRADE 7 FEMALE
Macrame				*
Batik-Silk-Screen			*	*
Origami			*	
BUSINESS Unspecified				*
Typing				
Shorthand				
Book-keeping				
HOME ECONOMICS Unspecified				*
Cooking				*
Table Service				
Interior Decorator				
Mother Craft				
SINGING Unspecified				*
Solo				
Chorus				
Songs	*	*		
DRAMATICS Unspecified			*	*
Acting		*		
Debating			*	
Appreciating				
Puppetry		*		
DANCE Unspecified		*	*	*
Ballet				*
Folk				
Modern			*	
Tap		*		
MUSIC Unspecified	*	*	*	*
Piano		*		
Drums				*
Strings			*	
Wind				
LIFE PROBLEMS Sex Education		*	*	*
Religion/Morals	*	*		
Human Nature				
Physical Appearance				
Social Graces		*		*
Driver Training	*		*	
Interesting Things			*	
Supernatural			*	
Schoolwork		*	*	*
SPORT/RECREATION Unspecified		*	*	*
Football	*		*	*
Basketball	*			*
Cricket				*
Soccer				*
Netball				
Hockey				*
Tennis				
Gymnastics			*	*
Play	*		*	

continued

continued

APPENDIX 2d

ACADEMIC INTERESTS (Contd.)

INTEREST	GRADE 1 MALE	GRADE 1 FEMALE	GRADE 7 MALE	GRADE 7 FEMALE
Martial Arts	*	*		
Swimming	*			
Diving		*		
Softball		*		
Baseball		*		
Go-Cart			*	
Squash			*	*
Horse-riding				*
Skin Diving			*	
VOCATIONAL TRAINING				*
Nursing			*	
Teaching		*		
Sweep Streets			*	
MISCELLANEOUS				*
Television		*		*
Workbooks				*
Tests		*		
Projects				